

The Classical Outlook

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NOT FOR A LIVING, BUT FOR A LIFE

By ELIZABETH CONN
Bobo High School, Clarksdale, Mississippi

EMERSON ONCE said, "If I know your sect, I anticipate your argument. I hear a preacher announce for his text and topic the expediency of one of the institutions of his church. Do I not know beforehand that he cannot possibly say a new and spontaneous word?" Many of my readers, no doubt, feel the same way about this subject that I have chosen. Perhaps there is nothing new and spontaneous that I can say; however, we have to examine ourselves and our subject often in order to answer the frequent question, "Why study Latin? What good can it do you?"

Once, during our Latin club's initiation, the freshman boys were required to wear togas for a day. Stephen, who had been very enthusiastic about the whole affair, came to me after school with his toga draped over his arm. Noticing his dampened enthusiasm, I said, "Stephen, what has happened to your toga?" "Aw, Coach Wiles thinks the whole thing is silly. He doesn't see any sense in our taking Latin anyway. He says we oughtn't to be wasting our time on a dead language, but ought to be taking something that will do us some good."

Those of you who have never taught in high school have no idea how much weight a coach's slightest utterance has with students. His are truly Delphic words. It was this coach's question, "Why don't you take something that will do you some good?", that provoked this subject, "Not for a Living, but for a Life."

One of the greatest objections to Latin is that Latin does not help you to get a job. As a matter of fact, today Latin does just that. As we all know, there is in many parts of the country a critical shortage of Latin teachers; and those of our young people who go to college and prepare to teach Latin can be assured of positions after graduation. But, although most people value things in terms of dollars and cents, these may make a living, but not a life. A living is that which makes a life possible—a foundation, as it were, for a life. But regardless of how strong the foundation may be, it is rather useless without a structure on it.

AURA LEE

Traditional American Folk Tune
Latinized

By VAN L. JOHNSON
Tufts University

Teen-agers will recognize Elvis Presley's Corybantic version ("Love Me Tender, Love Me True") of this old American folk song. The original lyric evokes pleasant memories of Cephalus, Procris, and Aurora. It looks to me as if the composer himself recalled this ancient myth, for his words and imagery are laden with suggestions of it.

Merula sub salices ore tenui
Suaviter iam pipilans sonat, "Aura
mi,
Aura mi, Aura mi, veris anima,
Ades, O mitissima Procnēs socia."

Nunc, Aurora aurea, refer spiritum:
Auribus immittitur lene canticum:
"Aura mi, Aura mi, veris anima,
Ades, O mitissima Procnēs socia."

Recently I tried to teach tenth-grade English to a class of veterans, most of whom had this foundation—this ability to make a living—but no structure. A few were interested in building a real structure, but most were interested in adding to the foundation by that monthly check. What a thrill some of them experienced when they were introduced to some of the common Latin root-words used in English! Finally, one of the men said, "Do you mean that Latin can actually help you to understand these hard English words?"

And do you not find that your students experience the same thrill when they are introduced to derivatives—especially those words which are obscure in nature? Their eyes fairly dance when they learn, for instance, that *trivial* really means "belonging to the crossroads; crossroads' affairs or gossip—hence, unimportant."

Yes, Latin enables one through a study of derivatives to learn the meaning of more English words. Most failures in school can be traced to the students' inability to comprehend the reading material found in the text-

books. What a difference there is in *reading* and in *understanding* what you read! I speak with authority when I say that Latin is the best of aids in building a larger vocabulary. For years I have taught students in first- and second-year Latin, and then I have had these same students, together with others, in third-year English. There is a tremendous difference in the comprehension of Latin and non-Latin students. If we Latin teachers do nothing more for the students who come under our tutelage than give them a richer vocabulary, we shall have started them well on their way to a more enjoyable and profitable life. Those who like to read are those who have a large vocabulary, and those who like to read will find that Cicero was right when he said, "Other relaxations are not suitable to all times nor all ages nor all places. But these studies strengthen youth, they delight old age, they ornament prosperity, they furnish refuge and solace to adversity—."

In the report of a recent survey made to determine what business men expect of students (Quentin Oliver McAlister, *Business Executives and the Humanities*, University of North Carolina Press, 1951), it was candidly admitted that the best jobs go to those who have acquired, in addition to technical abilities, the broader cultural background and the felicity of speech and expression which come with an understanding and appreciation of English, oral and written. To use some of their own phrases, business men seek young people with the ability "to use good English, orally and in writing"; they wish them to be "not only articulate, but forcefully so"; "to use correct spelling and grammar"; "to acquire and use effectively a large vocabulary"; "to know the root sources and origins of words." Can we not tell these business men that Latin is the answer—that Latin is the best builder of vocabulary?

In this same survey it was discovered that business men feel that the schools are not giving sufficient importance to English; they judge from the lack of good spelling, punctuation, and proper grammar. And they are not satisfied that English generally is being well enough taught. I must admit that I experienced a little

fiendish glee at this stage of the report. We have always contended that "Latin is a short cut to the control of English vocabulary and language structure"; that "Latin is the great vivifier of grammar and rhetoric, and the supplier of words." Yet the departments of Education have contended that English could be mastered without the aid of Latin if the time spent on Latin should be added to that spent directly on English. And so they have done everything in their power to oust Latin from the curriculum.

I think it may be said truly that although a good knowledge of Latin may not be necessary in order to read, write, and use correct English, it is an established fact that it is essential to thorough *scholarship* in English.

Perhaps the greatest reward that can come to a Latin student is his subsequent sure command of English. Since it is as near a universal key to basic understanding as we have, some knowledge of it is useful when we read, write, speak, or listen. Latin is a key to the inner and essential meaning of a great variety of words, terms, and phrases which would otherwise be meaningless. Without a knowledge of the classics one cannot understand and appreciate much of English literature, which has drawn in large measure from the resources of Roman life, religion, and mythology. With a knowledge of the classics almost every line of English poetry and prose becomes enriched with greater meaning.

And to understand much of what is found in our newspapers and magazines a knowledge of the classics is helpful. Here are just a few classical references that I have seen recently: "Our Mississippi solons are in session"; "News analyst Ryan reveals Russian system developing 'Trojan horse' in Europe"; "Alaskan Governor Ernest Gruening has called the Territory America's 'Achilles' Heel'"; "Today is the Ides of March, a fatal and inauspicious day"; "Jupiterian in his dignity, he has his lighter Rotarian moods."

To understand and appreciate even some of the best cartoons and comic strips, a knowledge of the classics is necessary! Imagine life without Alley Oop and his time machine! Even bubble-gum comics are using Latin.

If a teacher can keep abreast of these modern uses of Latin and classical references such as these in the news, then no student will labor long under the delusion that Latin is a "dead language." I firmly believe that more pleasant and lasting value can be attained from time spent on

work of this nature than can possibly be attained in the playing of games and what-have-you. The so-called "drudgery" of routine class work can be enlivened with scrapbook work and stories back of the news. One of

THE IDES OF MARCH

Julius Caesar was assassinated on March 15, 44 B.C. Why not plan a commemorative program for the Caesar class or the Latin Club or the school assembly?

the best aids I have found recently for enlivening the second-year Latin class is the pamphlet written in Interlingua and called *Individuo o Robot*. This is a pamphlet prepared for distribution behind the Iron Curtain; the majority of the words in it are of Latin origin. I recommend it to you as one of the best of modern aids for arousing interest.

The stress in education today is on the immediacy of return: discard any subject which does not relate directly to the getting of a job. If thus considered, Latin asks no more than a fair comparison with rival subjects in the curriculum. What percentage of the students now taking algebra will have any immediate use for it? If immediacy of use is to be the criterion, will not French or Spanish be as much of a dead language for the average high-school graduate as Latin? We certainly do not discredit the place of these subjects in the curriculum, but merely introduce the question for consideration.

With the stress on the making of a living, vocational courses have been highly emphasized; but can the high schools possibly give specialized training for the thousands of jobs demanded by our complex society? Wasn't it revealed through a survey made for the American Youth Commission (*The High School's Obligation to Democracy*, 1942) that 65% of all the jobs in the United States require no training other than three days or less on the job; that approximately 25% of the jobs demand a training period of four to six months; and that only 10% of the jobs need a training period of more than six months? If these figures are true, then are the high schools not over-emphasizing the vocational courses? These courses, having utility as their purpose, develop only one side of a student. What about those subjects which have as their purpose the en-

richment of the student's knowledge as a whole?

In many of our high schools there is a strict line drawn between the college preparatory course and the vocational course. Latin has ever been in the college preparatory curriculum. Now that many colleges are no longer requiring Latin for entrance, our enrollment in some schools is falling off. As long as the students had to take Latin, we teachers did not have to bestir ourselves too much; and our classes, in spite of us, were fairly large. Now the challenge is ours to teach our subject so well that students will want to enroll in our classes. Too long have students thought that Latin was only for those going to college—that others had no use for it. It is up to us to change that attitude. I do not mean to imply that we should conduct our classes in the manner of a three-ring circus in order to attract attention. I believe that an enthusiastic teacher with a rich background will have drawing power without the aid of much extra-curricular activity. There are many interest-creating devices that may be employed, but we must guard against an over-use of these, lest we miss the chief goal of our instruction. When students begin to realize that Latin can and does function in their every-day life, then our victory is won.

Although many of our students do not pursue the study of Latin far enough to read much of the best in Latin literature, those who do so find that Latin literature opens up a great world of knowledge which offers unequalled opportunities for "culture." But there seems to be a conspiracy abroad in the land to abolish Latin from the curriculum on the ground that it will indeed make one "cultured." There seems to exist the idea that a cultured person is an aristocrat; that an aristocrat has no place in a democracy; that if Latin makes a person cultured, and therefore aristocratic, then Latin has no place in our curriculum, the aim of which is education for democracy! But is not the need today that of a leadership by an intellectual aristocracy? Was it not by an intellectual aristocracy that our Constitution was framed, by men who were steeped in the classical tradition? How better can we train our leaders than by contact with the literature which was produced by the greatest of the Greek and Roman minds?

The need for our subject and for what it has to offer is today greater than ever. Its future is in our hands. Let us not be guilty of teaching it as a dead language. It is the root of

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many languages, their life-giving part. The challenge is ours. How shall we meet it?



HOW TO GET THERE

By HENRY C. MONTGOMERY
Miami University, Oxford, Ohio

The tenth annual Latin Institute of the American Classical League will be held at Miami University, in Oxford, Ohio, on June 20, 21, and 22, 1957. It is hoped that a large number of the members and friends of the American Classical League will join us on that occasion.

Oxford is on Routes 27 and 73, and may be reached by car or bus. Persons coming by rail should go to Cincinnati (thirty-five miles from Oxford), to Middletown, Ohio (twenty miles from Oxford), or to Richmond, Indiana (twenty-five miles from Oxford). There are good bus connections for Oxford from any of these cities. Persons coming by air should fly to Cincinnati and then complete the journey to Oxford by bus.

Headquarters and the registration desk for the Institute will be in Hamilton Hall Dormitory. The cost per day will be \$6.00. This charge includes room (with two persons in a room), all meals, bedlinen, and towels. No charge will be made until guests actually arrive, and there will be no registration fee at all. University officials request, however, that so far as possible registration for partial days be avoided. Those who plan to attend are urged to send in registrations at once, so that adequate preparations for the comfort and convenience of all may be assured. Registrations should be addressed to the American Classical

League, Miami University, Oxford, Ohio.

Richard Hall, adjacent to Hamilton Hall, has been reserved especially for Catholic Sisters; members of religious orders are accordingly extended a most cordial invitation to attend.

NOTES AND NOTICES

The Joint Committee of American Classical Organizations met in Philadelphia on December 27, 1956. This Committee, authorized by the American Philological Association on December 30, 1955, consists of one representative each from the American Philological Association (S. D. Atkins), the American Classical League (W. L. Carr), the Classical Association of New England (Sterling Dow), the Classical Association of the Atlantic States (Carolyn Bock), the Classical Association of the Middle West and South (W. H. Willis), and the Classical Association of the Pacific States (O. C. Crawford). S. D. Atkins was elected chairman of the Joint Committee for 1957. Also present, on invitation, were George E. Duckworth, President of the American Philological Association; C. Bradford Welles, First Vice-President of the American Philological Association; Van L. Johnson, President of the American Classical League; Barbara P. McCarthy, President of the Classical Association of New England; John F. Latimer, President of the Classical Association of the Atlantic States; and Harry L. Levy, chairman of sub-committee "B," which is studying the curriculum of secondary-school Latin.

LETTERS FROM OUR READERS

CROSSING THE RUBICON

Miss Susan Greer, of the Streator Township (Illinois) High School, writes:

"One of our funniest Latin Club meetings was the one featuring 'Caesar Crosses the Rubicon.' The would-be soldiers donned their armor and then, in the teacher's absence, bedecked their heads with pieces of shaggy brown crêpe paper. The result was a group of realistic-looking soldiers, who seemed not to have had a shave or a haircut for weeks. Their solemnity amidst their hilarious reception was uproariously funny. The members of the club will remember for a long time that Caesar crossed the Rubicon!"

CAESAR BANQUET

Miss Jenette Roberts, of the North Salem (Oregon) High School, writes:

"'Come as You Were' was the theme of our most recent Roman banquet. Guests came garbed as Romans or Greeks, and prizes were awarded for the best costumes.

"An honorary Caesar and Calpurnia presided at the feast. Elected earlier, their identity was not announced until the time of the banquet.

"Roman food was served. Entertainment included the showing of filmstrips of the movies 'Alexander the Great' and 'Ulysses.' A movie in color, made by second-year students, and modeled on the television series 'You Are There,' showed a Roman wedding produced earlier by the club under the title 'Julia Weds Group Captain Lucius.'

"A citation was given a senior who had done most for the Latin club; his name was engraved upon a plaque. The junior and the sophomore voted most helpful to the club were each awarded a special pin and certificate of merit."

THE GREEK BIBLE

Mr. C. M. A. Rogers, an attorney of Mobile, Alabama, who has taught himself Greek, writes:

"Yesterday I drew my Greek New Testament from the shelf and read the story of Our Lord's nativity in Greek. I cannot tell you how pleased I was to be able to read the story with only occasional references to the dictionary. Recently I have been devoting my time to the Greek version of the Old Testament. I find it fascinating. Just now I am reading *Leviticus*—and the lawyer in me is in-

terested and not a little amazed at the severity of the old laws. To me the accounts of the scapegoat have taken on new meaning when the accounts are dug out word by word from the Greek. There is real poetry in the account of the rite where one is healed of leprosy when two birds are taken and one is killed (*Leviticus* xv, 48). What a lesson in the ways of destiny: the living bird leaving the city and flying into the fields!"



THOUGHTS ON CAESAR

By D. W. MARSHALL

Chairman, Department of Education,
Tufts University

HORACE USED to be my favorite Latin author; but my recent reading in Latin has been in Caesar. My choice of Caesar was probably prompted by an urge which came to me during the war, when I was a Marine, but which had not been acted upon until now.

For all that I may have tried to be a Latin teacher before the war, I never grasped the full significance of the word *impedimenta* as used by Caesar until I actually viewed the vast amount of baggage and gear which even the simplest military operation seems to require. Throughout the war, *impedimenta* was the very word that always came to mind whenever I caught sight of the mountains of equipment that had to be landed with the troops upon every Pacific beachhead.

During the war, the idea of *impedimenta* was not the only thing that reminded me of Caesar. Somewhere in the *Commentaries*—and I am sorry that I did not find it in my recent but hasty reading—he writes that his scouts reported things as seen which they had not seen. Being but a natural part of war, such false reports were found to be as common on Guam as they were in Gaul—but nobody ever forewarned me quite as impressively as did Caesar!

Perhaps if I were allowed to try again, I might do better as a teacher of Caesar. As of today, his style appeals to me much more than it ever did before. Every word counts, and the cascade of ablatives absolute that used to be so tiresome now bespeaks a terseness that one comes to expect in battle notes. The first pilot who sent the radio message "Sighted sub, sank same" may or may not have known his Caesar, but he certainly shared Caesar's brevity and his plainness of style.

The *Commentaries* are an excellent battle report. Caesar first orients you

as to the geography and nature of each place. He provides a combat intelligence estimate that the modern officer is trained to expect. His tactics are superb: a most careful concern for terrain, every attempt to effect surprise, and always great prudence in keeping a reserve force uncommitted as long as possible. Was Caesar a hell-for-leather general à la Patton? I think not. He was more responsible, and better than that.

Caesar is also much more human than he ever seemed to me before. Rarely, if ever, is it written that Caesar was scared; but I am now much more inclined to take him quite literally when he reports "rem esse in angusto." My own very free translation for this phrase would now be that the "situation was really touch-and-go." And Caesar was human enough to have a favorite troop—the famous Tenth Legion. I must not let my imagination go too far, but I am prone to think that his unfailing practice of reporting each return to winter quarters also bespeaks the true inner feelings of a veteran commander. If I know anything about war, Caesar welcomed the time of year when his men might rest, and there could be some surcease from casualty lists.

While I was a Marine, I seem not to have recalled Caesar's description of his landing in Britain. Such an oversight surprises me, for I now consider it highly. Were I to be given another Caesar class, I would now be likely to make the proposal that the best translation of that chapter should be submitted to Headquarters, U. S. Marine Corps, for its anticipated approval. Nowhere in literature is ship-to-shore movement described more accurately or more engagingly. In Caesar's report, all of the familiar elements are there—the difficulty of getting off the ships, the struggle with the tide as one wades ashore, and the fierce onslaught of the enemy when you are most encumbered. Indeed, I believe there is not a Marine ashore or afloat who would not agree with Caesar—gloatingly, I admit—that a landing force even more than regular ground troops must do things "ad nutum et ad tempus," which I take to mean "on signal and on time"—Marine fashion.



THE EVER UNIMAGINABLE FUTURE

"Multa venientis aevi populus ignota nobis sciet, multa saeculis tunc futuris cum memoria nostri exoleverit reserantur: pusilla res mundus est nisi in

illo quod quaerat omnis mundus habeat."—Seneca, *Quaest. Nat.* vii, 30, 5.

"With willing hands and open minds, the future will be greater than the most fantastic story you can write. You will always underrate it."—C. F. Kettering (the inventor of the electrical self-starter), *Collier's*, October 26, 1956, p. 6.



ECHOES FROM AN ODE OF HORACE'S

By EUGENE S. MCCARTNEY
University of Michigan

AN ARTICLE by television commentator John Crosby in the *New York Herald Tribune TV and Radio Magazine*, July 8-14, 1956, says of the actor Peter Freuchen, "He wasn't asked anything at all about his experiences in Greenland, but he managed to interject that he foiled a band of wolves by singing to them in a voice so horrible that they took to their heels."

In the *Detroit Free Press* of March 21, 1935, there appeared an item which states that whistling saved a man from a wolf: "Fort William, Ont., March 20—AP—The strains of 'God Save the King' were too much for a wolf that menaced George Dubetz, section foreman. Dubetz, unarmed, steeled himself for the wolf's attack by whistling the national anthem. The wolf fled."

It would seem that both these quotations go back, directly or indirectly, to a stanza in Horace's famous ode that begins with the words "Integer vitae" (*Carmina* I, 22):

Namque me silva lupus in Sabina,
dum meam canto Lalagen et ultra
terminum curis vagor expeditis,
fugit inermem.

It is not unusual for humorists and others to describe as their own experiences real or imaginary events in the lives of others. It may be noted here that, like Horace, the musician of the second quotation was unarmed.

According to Pliny (*Nat. Hist.* viii, 80) and other authors of antiquity and later, a man temporarily lost his power of speech if a wolf saw him before he saw it. Sir Walter Scott disregarded this qualification in his use of the ancient belief in *Quentin Durward*, Chap. XVIII: "Our young companion has seen a wolf, and he has lost his tongue in consequence."

(For a long train of interesting references to the superstition see R. P. Eckels, *Greek Wolf-Lore*, pp. 25-29, a University of Pennsylvania thesis, 1937.)

MATERIAL FROM
ENGLANDBy E. LUCILE NOBLE
Lansdowne, Pa.

SINCE MANY teachers of the classics today are very much interested in Roman Britain, the following lists of materials obtainable in England may be helpful. Money for these items may readily be sent to England by international postal money order.

FILMS AND FILMSTRIPS

The following filmstrips are put out by the Educational Foundation for Visual Aids, Foundation Film Library, Brooklands House, Weybridge, Surrey, England. The lectures accompanying these films are excellent. The price of the cine size is 12/6, or about \$1.75, and for the Leica size 10/, or about \$1.40.

"Romans in Britain." Life, art, and religion in Roman Britain; sketch maps; aerial views; Verulamium, Colchester, etc. (37 frames, Leica size).

"Life in Roman Britain." The public aspect of town life—the forum, theater, baths, temples, etc.; the people, their dress and their homes; large and small villas, their heating, baths, and furniture (37 frames, Leica size).

"The Roman House." Private homes and multiple dwellings, furniture and utensils, streets, etc. (37 frames).

"Roman London." Important structural remains; recent discoveries (45 frames).

Mr. C. W. E. Peckett, Headmaster of The Priory School, Shrewsbury, Salop., England, has a filmstrip showing his boys taking part in recent excavations of the Roman city of Uriconium, six miles from the school. It shows beginners the processes involved in digging. This filmstrip may be obtained from Mr. Peckett for about \$2.50.

The following filmstrips are put out by the Visual Information Service, Ltd., 12 Bridge St., Hungerford, Berkshire, England.

"The Roman Wall." Covers Hadrian's Wall from Pons Aeli (Newcastle) to Borcovicium (Housesteads). (32 frames; about 75¢)

"The Coming of the Romans." The landing of the Romans, Roman costume, military organization, towns, walls, roads, coinage, houses; Boadicea, Julius Caesar, Claudius, Hadrian. (56 frames; about 90¢)

"The Chedworth Villa." Scenes of the villa, objects found, sketch maps. \$1.00.

BOOKS ON ROMAN BRITAIN

"Roman Britain." By Ian Richmond. Penguin Books, 1956. About 50¢

"Roman Britain." By Ian Richmond. With 8 color plates and 22 other illustrations. Collins, 14 St. James Place, London, 1947.

"Handbook to the Roman Wall." By J. Collingwood Bruce. Andrew Reid & Co., Ltd., Newcastle-on-Tyne, England, 1947. About \$1.50.

"Roman Britain." By R. G. Collingwood and J. N. L. Myres. Oxford University Press, 1937.

"Ordnance Survey: Map of Roman Britain" (3rd edition). Ordnance Survey, Chessington, England. About \$1.25.

"Roman Britain." By C. M. Franzero. George Allen & Unwin, Ltd., Museum St., London.

"Roman London." By Gordon Home. Eyre & Spottiswoode, London, 1948.

"Roman York." By Gordon Home. Eyre & Spottiswoode, London.

"A Short Guide to Roman York" (40 pages). York Archaeological Society, The Castle Museum, York, England. About 30¢.

"Along the Roman Roads." By G. M. Bounphrey. George Allen & Unwin, Ltd., Museum St., London.

"The Story of Prehistoric and Roman Britain Told in Pictures." By C. W. Airne. Sankey, Hudson & Co., Manchester, England.

There are also, of course, many other books published by British firms which are useful for teachers of the classics.

BOOK NOTES

The Saxon Poet's Life of Charles the Great. Translated by Mary E. McKinney. New York: Pageant Press, Inc. (130 W. 42nd St.), 1956. Pp. vii plus 118. \$2.50.

This is an unusual and interesting work. It is a translation of a biography of Charlemagne in five books, written in Latin verse by an unknown Saxon poet of the end of the ninth century. The poet himself is much prejudiced in Charlemagne's favor, chiefly because that ruler has brought Christianity and learning to the Saxons. His account is colorful and detailed, and contains much "human interest."

The translation is preceded by an introduction—"Critical Comment by Latin Scholars"—and is followed by explanatory notes.

This reviewer could not help wishing that the Latin text of the *Life* might have been included in the volume. It would have made interesting supplementary reading for Latin classes. —L.B.L.

Classical Studies for Alexander David Fraser. Edward C. Echols, Editor-in-Chief. Tuscaloosa, Alabama: Privately printed, 1956. Pp. x plus 102; 2 plates. Paperbound. \$2.00, from Professor Echols at 233 E. University Parkway, Baltimore 18, Md.

This modest but attractive-looking *Festschrift* contains the following articles: "A New Bust of Livia in the Robinson Collection," by David M. Robinson; "A Note on the Dochmius," by James S. Constantine; "Notes on the Text of Servius on *Aeneid* III," by Arthur F. Stocker; "The Aeneas Legends and Vergil's Predecessors," by Robert E. Jones; "A Roman Tale of the Sea: *Aeneid* III," by E. L. Highbarger; "The Island of Paros," by Louis E. Lord; "A Previously Unpublished Letter of Nicolaus Heinsius," by Marvin L. Colker; "Lead Us Not into Temptation," by S. Vernon McCasland; "Jefferson Majors in the Classics," by Graves H. Thompson; "Saint George and the Dragon," by Pauline Turnbull; "Purple—The Color of Power at Rome," by Edward C. Echols; "The Cruelty of Constantius II," by Elfrieda Frank; and "The Birthday of Augustus," by Arthur Kaplan.

The volume also includes a good portrait and a biography of Professor Fraser, and a bibliography of his publications. —L.B.L.

AMERICAN CLASSICAL
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Please do not send cash through the mails. If you send cash and it is lost, we cannot fill your order. Please use stamps, money orders, or checks. The latter should be made payable to the American Classical League. If a personal check is used, please add 5¢ for the bank service charge. If you must defer payment, please pay within 30 days.

Ordering should be done carefully, by number, title, type (poster, mimeograph, pamphlet, etc.). Material ordered from the Service Bureau is not returnable. After two trips by mail the material is likely to be too badly damaged for resale; since the Service Bureau is a non-profit-making organization, it cannot absorb losses such as this.

Please order material at least two weeks in advance of the date on which you want to use it. In an emergency, indicate which items are urgently needed and add 20¢ for special-handling postage.

Because of the increased cost of postage and handling, please add 25¢ for any order of \$1.50 or more.

The address of the Service Bureau is Miami University, Oxford, Ohio.

W. L. Carr, Director

The Service Bureau has for sale the following seasonal material:

APRIL PROGRAMS

Mimeographs

551. A trip through Roman history. A burlesque sketch, which may be used for celebrating the birthday of Rome (April 21). 1 reader, 2 or 3 off-stage "sound effects men." 15¢
581. Suggestions for celebrating the birthday of Rome. 15¢
601. Apologies to the Romans and Horace Heidt. Burlesque program on Roman history, from Aeneas to Mussolini, with parodied songs. Uses narrator and boys' quartet. 15¢
606. Roamin' with the Romans: 1955 edition. This program serves admirably for a school assembly, or for radio. 20¢
637. An "April Fool" program for the Classical Club. Taken in part from THE CLASSICAL OUTLOOK for April, 1944. 20¢

EASTER

Mimeographs

252. Parts of a liturgical play in Latin from the tenth century. 10¢
426. An Easter pageant in Latin. Tableaux. 20¢
660. The twilight of the gods. A playlet in one act. The Emperor Constantine's spirit appears at a meeting of the Olympian deities and predicts the triumph of Christianity over paganism. 7 boys and 6 girls. 20 minutes. 20¢

SUGGESTIONS FOR LATIN WEEK

Thirty-six suggestions with a list of items suitable for exhibits. Order as Mimeograph 687. 15¢

LATIN WEEK BADGE

The Service Bureau has available for general use a Latin Week Badge designed by Miss Isabelle Schwerdtmann of the Kirkwood (Mo.) High School. The badge is made of sturdy gold-colored cardboard, circular in form and 4 inches in diameter. It carries a picture of the Pantheon in Rome and the words "Latin Week" printed in purple. The badge is perforated at the top for attachment by pin or ribbon. Price, 3¢ each in quantities of 10 or more.

THE TEACHING OF CAESAR

For material on the teaching of Caesar see THE CLASSICAL OUTLOOK for January, 1957, pages 45-46, or send for free classified list "Caesar."

CAESAR'S GALLIC CAMPAIGNS

By S. G. Brady, Lt. Col., U.S.A., Retired. A soldier's version of the entire eight books of the *Gallie War*

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A new printing of Paul L. Anderson's *With the Eagles*, a long-time "best seller" for Caesar students, is available from the Service Bureau. \$1.00.

The Service Bureau has for sale the following material previously announced:

PLAYS IN ENGLISH

87. The slave girl. Employs 24 characters, of whom 10 boys and 4 girls have speaking parts. A romantic story of Roman family life. 25¢
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91. Very tragical mirth. 11 boys, 8 girls, and a reader. Burlesque version of *Aeneid* I, II, and IV, in shadow pictures. 20¢
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271. A strange book. 27 characters. Deals with interesting derivatives. 15¢
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Bulletins

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SPECIAL ANNOUNCEMENT

From Authentic Reproduction Co.
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The response to the ads in the December and January issues of The Classical Outlook has been so great that I want to take this opportunity to thank you all. I should also like to answer a few general points that may interest you.

These authentic replicas of siege engines are filling a definite need for class projects. They have proven to be educational, and fun to build, thus increasing interest and stimulating the imagination of the students. I sincerely appreciate the many compliments received on these models. It has been gratifying to see what I had started as a hobby for personal satisfaction, become so accepted and generally utilized for the benefit of so many.

Many teachers are not only ordering the five kits for the class, but are advising the students of the availability of them for individual construction. In fact, some are even presenting them to the class and pooling the individual orders, which is most appreciated. This has definite advantages in that the students, by having their own kit or kits, become more personally involved and interested when seeing the association of the different weapons during the times they were used. The result is even more appreciation for the Romans especially, and their ingenuity and progress. It opens their minds to a better understanding of the peoples and their fight for peace or domination in the developments of civilization. It stimulates them to know more about the era covering over 2000 years during which these weapons were used. In building these models, the students use their time constructively, with a positive purpose in mind.

The application of these kits in the educational field began slightly last year. Now as the result of a teacher advising me of this publication, I have seen the real purpose of my previous work in developing these items. Thank you for such a wonderful reception. It is a pleasure to serve you. May we continue not only this year, but for many years to come.

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